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ABSTRACT

This packet of materials was created to help literacy professionals, social agencies, volunteers, and media representatives promote literacy efforts in Michigan, especially during Literacy Action Month (September). The materials can be used to support literacy in the community, in democracy, in the family, and in economic development. Items included in the packet are the following: a statement of the "right to learn"; 20 questions and answers about adult literacy; a list of ideas for promoting literacy in the community; literacy-related media slogans; a list of literacy promotion ideas, both those that are easily accomplished and those that are more complex; a checklist of community contacts; ways in which churches and other community groups can help the literacy movement; facts about human investment in Michigan; local sources for assistance; sample handouts for open houses, sample logos and art work; and public service announcements for radio stations. A brochure in Spanish also is included. (KC)

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PUTTING LITERACY TO WORK IN MICHIGAN

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September 1989

Dear Colleagues:

This marks the third year that the importance of a literate citizenry in Michigan has been recognized through the designation of September as Literacy Action Month. The value of a literate, skilled workforce and the impact that family support and the community can have in achieving this are reaffirmed in this year's theme, Putting Literacy to Work in Michigan.

The efforts of educators, librarians and volunteers have continued to make a real difference in the lives of individuals. This packet was created for your use during the month of September and throughout the year. The enclosed materials are intended to assist you in supporting:

- Literacy in the community
- Literacy in democracy
- Literacy in the family
- Literacy in economic development

Once again, these materials were developed in a collaborative effort by the Library of Michigan, the Michigan State Board of Education, and Michigan Literacy, Inc. This partnership continues to strengthen efforts to reach Michigan residents in need of literacy skills.

Sincerely,

James W. Fry
Library of Michigan
State Librarian

Ronald M. Gillum
Adult Extended Learning
Services, Director

Ed Robson
Michigan Literacy, Inc.
Board President

SR/sr

THE RIGHT TO LEARN

Recognition of the right to learn is now more than ever a major challenge for humanity.

The right to learn is:

- the right to read and write;
- the right to question and analyze;
- the right to imagine and create;
- the right to read one's own world and to write history;
- the right to have access to educational resources;
- the right to develop individual and collective skills.

The right to learn is not a cultural luxury to be saved for some future date.

It is not the next step to be taken once basic needs have been satisfied.

The right to learn is an indispensable tool for the survival of humanity.

If we want the peoples of the world to be self-sufficient in food production and other essential human needs, they must have the right to learn.

If women and men are to enjoy better health, they must have the right to learn.

If we are to avoid war, we must learn to live in peace, and learn to understand one another.

"Learn" is the key word.

There can be no human development without the right to learn.

There will be no breakthroughs in agriculture and industry, no progress in community health and, indeed, no change in learning conditions without the right to learn.

Without this right there will be no improvements in the standard of living for workers in our cities and villages.

In short, the right to learn is one of the best contributions we can make to solving the crucial problems of humanity today.

But the right to learn is not only an instrument of economic development; it must be recognized as one of the fundamental rights. The act of learning, lying as it does at the heart of all educational activity, changes human beings from objects at the mercy of events to subjects who create their own history.

Taken from the Declaration of the Fourth UNESCO International Conference on Adult Education, Paris, March 1985 8/9/89 mj

20 QUESTIONS FREQUENTLY ASKED ABOUT ADULT LITERACY

(and the answers, of course)

❖ *What is adult literacy? How is it defined?*

"Literacy" has many varied definitions. It commonly is defined as the ability to read and write. An old measure of adult literacy was being able to write one's own name. More recently, the term "functional literacy" has come into use in order to encompass daily survival skills in the definition. For example, a person who is functionally illiterate may be able to read at a low level but be unable to perform simple everyday tasks, such as filling out a job application or balancing a checkbook. Thus, a "functionally illiterate adult" may be defined as an adult who does not have adequate reading, writing, or math skills to perform basic survival functions in the society in which they live.

❖ *Is adult illiteracy widespread?*

Adult illiteracy is indeed widespread in the U.S. and it crosses all income, gender, racial, age, and employment lines. According to University of Texas research (the Adult Performance Level or APL study), 20% of the adult population is functionally illiterate, and another 35% is only marginal in skill level. That leaves only 45% of the adult population as fully literate by the study's standards. For Michigan, it is estimated that between 800,000 and 1.9 million adults are in need of literacy services.

❖ *Where can I get information on volunteer literacy programs and adult education?*

First, be sure to check your local area for volunteer literacy organizations and adult and continuing education programs. Second, your local public library may be able to assist you in finding literacy programs and services in your area. Third, there are numerous state and national organizations you may want to contact for information, such as Michigan Literacy, Inc. (MLI), the Library of Michigan, the Michigan Department of Education, Literacy Volunteers of America, and Laubach Literacy Action. Contact MLI for lists of state and national literacy organizations.

❖ *Is confidentiality a concern in adult literacy programs?*

The confidentiality of adult learners is an on-going concern. It is essential that the privacy of adult new readers be respected. Confidentiality is a special concern of adult literacy programs because many – but certainly not all – adult learners do not care to have others, including members of their immediate family, know that they have reading problems. Thus, providing adult literacy services of all kinds requires a certain sensitivity and effort to protect the confidentiality of individuals. As a final note, don't let confidentiality concerns prevent you from consulting with new readers about their needs and desires.

❖ *What methods are best for teaching adults reading?*

There isn't one particular method that is appropriate for every adult new reader. There are a variety of teaching and tutoring methods, and they all are effective to some degree depending on the individual student. However, the one-to-one tutorial method (using a variety of strategies and methods) has proved especially effective for many new readers because it allows for the support of, and individual attention to, the learner's needs and interests.

❖ How are the reading abilities of the adult new reader assessed?

There are a great variety of testing and assessment methods and techniques used by adult literacy programs. Commonly, adults entering a literacy program will be interviewed to find out about their background and goals and then, at some later point, a reading assessment evaluation is performed. Local literacy programs use many different kinds of evaluation procedures ranging from very informal five minute "tests" to much more comprehensive procedures. For more information about adult reading assessment you may want to contact your local literacy organization or other organizations, such as local community colleges or universities, Michigan Literacy, Inc., or national organizations (Laubach Literacy Action or Literacy Volunteers of America) for more information.

❖ Should standard English be taught in a literacy program?

The teaching, or even the existence, of a universal standard English is controversial and it is impossible to fully discuss the problem here. However, it is important to remember that the learner's goals and objectives are foremost in an adult literacy program. Thus, many adult new readers have no interest, or indeed need, to learn or use standard English, so it is inappropriate to force such usage on those individuals. On the other hand, many adult learners do specifically seek assistance in learning or refining their "standard" English; they certainly should receive the help they desire. In short, there is no simple answer to this question except to say that the learner's goals should be the primary focus of an adult literacy program.

❖ Are there special literacy programs for non-English speakers?

Many literacy organizations, adult basic education, community colleges, universities, and other groups do offer reading assistance especially tailored for English as a Second Language (ESL) students. Check with local groups to find out which program is most appropriate for the individuals involved. It is also important to mention that there are many materials available written specifically for non-English speakers. For example, the two national volunteer literacy organizations (Laubach Literacy Action and Literacy Volunteers of America) publish excellent beginning materials for ESL tutors and students.

❖ What kinds of materials are most appropriate for adult new readers?

First of all, the selection of material should always be based on the student's interests and goals. Beyond that, adult new readers tend to prefer books and other materials that reflect real life and adult experiences, interests, problems and situations. Adult beginning readers also generally prefer short chapters; plenty of illustrations; attractive book covers; clear black print and plain type faces; paperbacks (pocket or slim volumes); lots of space between lines; wide margins; and an overall adult appearance. For help in choosing materials, you may want to contact your local literacy organization or public library.

❖ Are children's books useful for adult new readers?

As a general rule, children's books should be avoided for adult new readers as they don't take into account adult experiences and concerns, and are inappropriate in format and design. However, as with any general rule, there are many exceptions that run counter to the rule of not using children's books for adult new readers. In fact, there are many child oriented materials, especially in specialized areas such as biography, history, or crafts, that are acceptable for adult learners, but great care must be taken in selecting these kinds of materials.

❖ *Are there any basic background materials on adult literacy?*

There is a plethora of resource material available on adult literacy. For general background on the issue, begin with Jonathan Kozol's *Illiterate America* (New York: Continum, 1985) or David Harman's *Illiteracy: A National Dilemma* (New York: Cambridge Book Co., 1987). The above books contain bibliographies and references which will lead you to other resources. Also, the U.S. Government Printing Office (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9315) has available a wide range of documents about literacy. The Library of Michigan has a literacy documents list available to patrons, and be sure to ask at your local library to find other books and articles about adult literacy.

❖ *Where does funding for adult literacy services come from?*

Funding for adult literacy services, although still grossly inadequate, does come from a variety of sources. Some of the major funding sources in Michigan have included federal and state grants, local school districts, libraries, corporations, unions, churches, various community groups, private foundations, and private individuals. The federal government, far and away the largest single supporter of adult literacy, spent less than $17 per illiterate adult in 1986-87 to aid literacy efforts nationwide.

❖ *What are the benefits of a volunteer literacy program?*

A literacy program has multiple benefits for individuals, families, the local community, and society as a whole. Individuals benefit not only in terms of practical applications of reading but in bringing new enrichment and pleasure to their lives as well. The community benefits through increased understanding among groups and individuals in the community, and the broader society benefits in having a more literate populace contributing to our active democracy. Adult literacy is a fundamental need not only for individuals in our communities but for the basic functioning of our society.

❖ *How can I help?*

Everyone can be supportive of adult literacy efforts in some way. Many people volunteer to tutor adult new readers in their community. Others volunteer with local literacy organizations to help in other ways. Many businesses, organizations, and individuals contribute money or in-kind services, such as publishing flyers or newsletters, to literacy programs. But there are also other ways to help support literacy efforts, including working with local schools and libraries, encouraging local businesses and organizations to institute literacy programs or be supportive of on-going literacy efforts, and being an active advocate for literacy in your community.

Michigan Literacy, Inc.

Library of Michigan

The Library of Michigan and Michigan Literacy, Inc., P.O. Box 30007, Lansing, MI 48909, (517) 373-4451 or 4452 — 4

❖ How do you find publishers and producers of material for adult new readers?

There are numerous sources for adult new reader materials. You may want to first check with your public library to see what materials they have available. You may also want to check MLI's "Selected Publishers of Books for Adult New Readers" for the names and addresses of many publishers. You may also want to consult one or more of a number of bibliographies of adult new reader materials, such as Project LEARN's *Books for Adult New Readers* or Literacy Volunteers of America's *Core Library for Literacy/ Conversational English Programs*, or *Open Doors for Adult New Readers* from New Readers Press (Laubach).

❖ How does one check the reading level of printed material?

It is important to be aware of the varying degree of reading difficulty among materials in order to make appropriate selections for particular individuals. Unfortunately, published readability levels vary widely and are often inaccurate. There are a number of standard formulas, such as the Gunning Fog Index or Fry's Readability Graph, which are used to measure reading levels. However, often one can get a good feeling for the reading level of material simply by skimming the document and looking at sentence length and the number of words with multiple syllables.

❖ Are audio-visual materials, useful in literacy instruction?

Audio-visual materials, if used approriately, can be very useful adjuncts to help adults learn to read. In particular, there are a number of videos, cassette tapes, and computer programs available that are designed specifically to help adult new readers. Audio-visual materials, such as films or books-on-tape can also be used creatively to add interest and variety to basic literacy instruction. Contact your local literacy organizations, public libraries or state and national literacy organizations for specific suggestions about available audio-visual materials for adult new readers.

❖ Do many adult new readers need special services?

There are many special groups -- such as the visually or hearing impaired, the physically handicapped, or dyslexics -- who may require special or different services as part of an adult literacy program. Many literacy and adult education programs offer a variety of special services. Contact local groups and organizations to find out what services are available in your area.

❖ What roles can our public library play in promoting adult literacy?

Depending on the needs of the community and the resources of the library, there are many roles public libraries can assume in fostering adult literacy. Some activities your library may want to consider are the development of an adult new reader collection, providing facilities and equipment for literacy training or meetings, publicizing local literacy efforts, information and referrals, and advocacy for adult literacy in general. Indeed, many of Michigan's public libraries are the major sponsors of volunteer literacy programs in their communities.

❖ How is the adult new reader informed about available literacy resources?

The adult new reader may not respond well to printed materials, although one should continue to reach out to adult learners through printed media as many requests for help come through family and friends. Other ways to reach out include publicity through social service agencies and community groups, traditional media (TV, radio, newspapers), social events, door-to-door canvassing, and word of mouth from other adult new readers. For other ideas, see MLI's sheets on promoting adult literacy, local community resources, and recruiting adult new readers.

PROMOTING LITERACY IN YOUR COMMUNITY: A SHOPPING LIST OF IDEAS

Introduction

Promoting adult literacy is an easily accomplished task that can take a multitude of forms. Literacy, like a number of other issues, is a subject which creates widespread community concern and support. Additionally, literacy effects all people in virtually every aspect of their daily lives. Consequently, with a modicum of creativity, literacy efforts in your community can be promoted and publicized in countless ways. All current literacy related activities can contain a promotional component which allows you to use your imagination to create unique and original promotional events or materials that may capture a new audience.

Before beginning your promotional efforts, there are three major areas to consider: 1) the reasons or purpose for your promotional effort, 2) the audience you want to target, and 3) the available resources. All three of these considerations will have an impact on one another and ultimately will help sharpen the focus of your activites.

Reasons for Promotion

Each local community will have different promotional needs depending on the kind of community and its past support of adult literacy efforts. There are many reasons for promoting or publicizing adult literacy and a good promotional campaign is likely to imcorporate a number of varied missions. Some of the reasons for promoting adult literacy or publicizing literacy activities are: 1) raising funds; 2) recruiting students or volunteer tutors; 3) creating community support for programs; 4) providing a community service; 5) entertaining a targeted audience; 6) educating the public about the problems of illiteracy; 7) increasing the general visiblility of your program or the issue of adult literacy; and 8) advocating a particular viewpoint or concern regarding adult literacy or adult new readers. Once again, a promotional activity will in all likelihood encompass a number of areas. For instance, a simple brochure could serve as a vehicle to increase program visibility, recruit tutors and students, educate the public, and raise funds depending on the type of brochure and the goals of your promotional endeavors.

Target Your Audience

Targeting your audience is another essential component of planning your promotional activities. Deciding on who you want to reach will go a long way in determining the form and content of your promotional campaign. You may want to focus solely on reaching adult new readers, voluhteer tutors, or professional literacy providers for a fairly specific reason, or you may want to create a broader campaign for the whole community. Nonetheless, your promotional effort, no matter what the audience, will still take on its essential character based on the goals of the promotion.

Consider Available Resources

The last major consideration in planning a promotional event or publicity campaign is available resources. Of course, funding is often the first consideration in developing a promotional plan. It is essential to consider how much money you have, or will have, to spend on promoting your ideas and activities. However, you must also consider a number of other resources at your disposal before settling on an event or activity. Do you have enough time to carry out your plan? Do you have enough staff or volunteers to execute your promotional ideas? Do you need to involve other groups or organizations in your efforts? Do you have the available expertise to carry out a new or difficult concept? Do you have background information printed and available, or do you need to create new materials?

Evaluate Your Efforts

A final concern for any activity is the evaluation of success or failure of the activity. It is crucial in promotional activities that you perform some kind of evaluation so that your efforts improve year by year. Although much is being done to fight the problems of adult illiteracy, no one expects the problem to disappear in the near future. Thus, by evaluating the success (or failure) of your promotional efforts based on your original goals, you will gradually gain a storehouse of knowledge which will lead to increasingly worthwhile and productive efforts. Don't become discouraged by failures in your promotional campaigns. Many efforts start slowly and over the years snowball into grand events. Remember that persistence and learning from experience will be keys to successful promotion of adult literacy in your community.

Promotional Ideas and Slogans

In order to get your creative energies flowing, two lists – one containing promotional ideas and the other consisting of media slogans – are presented below. Feel free to "steal" any of the ideas or slogans outright, or use them to come up with ideas of your own. The list of promotional ideas is divided into three sections: easy, medium, or difficult-to-do. The divisions are based on the amount of money, time, planning, and resources involved in the projects, although some "easy" projects may turn out to be "difficult" depending on your resources, community, and the plans for the project.

Conclusion

Good luck in carrying out a successful promotional campaign! Please be sure to let Michigan Literacy, Inc. and the Library of Michigan know of your activities so that we can help publicize your efforts and share innovative ideas with others.

Literacy Related Media Slogans

A book is a wise prize
Adult literacy is good business
A nation of readers
An invitation to read
Be all you can be . . . READ
Book Break
Book Nook
Book Power
Books are basic
Books are BASICS
Books are best friends
Books are music to the eyes
Books - Food for Thought
Books for the fun of it
Books open doors to knowledge
Celebrate your ability to read... use it!
Celebrate reading
Curious? READ!
Discover new worlds - READ
Fall in love with reading
Follow the Reader . . . better yet, be one!
Free reads!
Freedom Reader
Go for the gold - READ
Go for the gusto - READ
Help someone fall in love with reading
Help someone read their way to the top
Illiteracy in Michigan isn't fictional
Invest in mind power
Keep growing, keep going, keep reading
Keep Learning - Keep Reading
Knowledge is real power
Learn to Read; Read to Learn
Lift your spirits - READ!
Light up your life . . . READ
Literacy is forever
Make a Pledge to Literacy
Masterpiece Reader
Meet a need - READ
Meet a need - Support adult literacy
One good book deserves another
Open books - Open doors
Open doors, open books, open futures
Open doors to knowledge
Open your future - READ
Pass the word . . . READ
Pig out on books
Plant the seed - READ
Put literacy on your calendar
Reach a new reader
Read and let the sunshine in
Read FREE
Read? Indeed!!!
Read me.
Read more . . . know more
Read on!
Read . . . Succeed
Read to Know
Read to the MAX
Read your way to the top
Readers are leaders
Readers hold the key to success
Readership = Leadership
Reading . . . a bright idea
Reading is contagious. Infect someone.
Reading is the gateway to knowledge
Reading is the right track
Reading, Willing and Able - Adult New Readers
Right to Read
Sing out for books
Support Adult Literacy
Tackle good reading
Take a book break
Take me to your reader
Take off with books
Take time to read
Tickets to reading
Top Reader
Turn on with books
Widen your world - Read
Wonderful World of Books

A Shopping List of Literacy Promotional Ideas

☆ ***Easily Accomplished Promotional Activities:***

- ☆ set up an information booth at the library, malls, fairs, etc.
- ☆ distribute flyers, bookmarks, posters or other printed materials
- ☆ encourage your library friends group to adopt literacy as their cause for a year
- ☆ write an article for a local shoppers guide
- ☆ send Public Service Announcements (PSAs) and press releases to local media
- ☆ get your mayor or county board to proclaim a literacy day or month
- ☆ publicize statistics on illiteracy in your community versus the number of people being served
- ☆ print business cards with a literacy message
- ☆ distribute brochures and posters from state and national literacy organizations
- ☆ display old reading primers or texts alongside a modern literacy display
- ☆ hold a "Say YES to Literacy " open house
- ☆ ask local churches to put an announcement in their bulletins
- ☆ create a display on illiteracy around the world
- ☆ print and distribute literacy related bumperstickers
- ☆ give away pins or buttons
- ☆ sell T-shirts or sweatshirts with a literacy message
- ☆ ask a local restaurant to print placemats with a literacy theme
- ☆ run a slogan or logo contest
- ☆ ask bowling alleys or golf courses to print ads on their scorecards
- ☆ hold a tongue twister saying contest
- ☆ encourage field trips from local adult education classes to local libraries
- ☆ publicize tutor/student meeting places
- ☆ distribute free information at a low reading level on a variety of subjects (taxes, health, etc.)
- ☆ borrow road signs from the highway department for a literacy display
- ☆ sponsor a crossword puzzle contest
- ☆ hold a poetry reading for literacy
- ☆ ask local newspapers or magazines to offer free subscriptions for students reaching specified goals
- ☆ contact supermarkets to see if they will print a message on their shopping bags
- ☆ hold a paper airplane making contest in support of literacy
- ☆ run a film or video festival with foreign or captioned films for non-English speakers
- ☆ develop a program on comic books and literacy
- ☆ create a read-aloud program for parents and kids
- ☆ hold an anniversary birthday party for your literacy organization
- ☆ sponsor a "Take a Break and Read" program where everyone in your community stops and reads for five minutes

★ ***Promotional Projects Requiring a Moderate Amount of Effort and Resources:***

- ★ establish a family reading contest
- ★ develop a family reading workshop with tips for parents on reading to their children
- ★ work with local newspapers and talk shows to create human interest stories
- ★ hold a "No TV " pledge campaign
- ★ create a stories "store" in a local business where volunteers read aloud to children while their parents shop
- ★ create a cookbook by or for adult new readers
- ★ host a celebrity spelling bee
- ★ hold an ice cream social for the community
- ★ conduct a read-a-thon with a specific focus (famlies, community groups, local celebrities, adult new readers)
- ★ insert notices into local bills (electricity, phone, etc.) or paychecks
- ★ create reading games and publicize them - or use them at local fairs and malls
- ★ hold a trivia contest for literacy
- ★ use a paperback book give-a-way to promote your literacy efforts
- ★ set up a "Reader's Day" or "Support Literacy Day" at local sporting events
- ★ do readings on local TV or radio
- ★ develop a "Nation of Readers" photography exhibit
- ★ coordinate a storytelling festival
- ★ hold an event for literacy centered around an activity such as bike tours, runs, walk-a-thons, bowling, juggling, boomerangs, kites, fishing, golf, skateboards, hot air balloon rides, folk dancing, hula hoops, yo-yos, stamps, basketball free throws, nature hikes, checkers, aerobics, or innumerable other activities
- ★ develop outreach programs to retirement homes
- ★ co-sponsor events with local museums (i.e. the history of local schools, scientific literacy)
- ★ host an autograph party with local authors
- ★ explore the history of literacy in your community through old documents, diaries, and oral histories
- ★ create seasonal events for holidays like New Years (Resolve to Read) or Halloween (Illiteracy can be a Frightening Experience)
- ★ ask movie theaters to run ads
- ★ get local art groups to paint murals or cars
- ★ hold a literacy event in conjunction with filling out tax forms
- ★ host a community picnic for literacy
- ★ ask local officials to get involved with your literacy campaign
- ★ develop a literacy newsletter
- ★ hold a sing-a-long in cooperation with local classes
- ★ sponsor a poster contest
- ★ create a "Make Reading a Habit" program in which you ask people to read at the same time every day
- ★ create a gift catalog of items you would like to have donated to your literacy program
- ★ conduct a community survey to raise literacy awareness

★ *More Complex Promotional Activities:*

- ★ hold a public forum or hearing on illiteracy
- ★ develop a speakers bureau and regularly speak to local groups
- ★ create a local literacy hotline
- ★ develop a public access TV show
- ★ advertize on billboards
- ★ create presentation materials such as slides, overheads, videos and flip charts
- ★ initiate workplace displays or mini-libraries with adult new reader material
- ★ set up a reading lab for adults
- ★ develop special programs for non-English speaking groups
- ★ hold a fancy dress dance
- ★ co-sponsor an ethnic festival
- ★ host an historic home tour
- ★ get involved in theater - create your own play or have a local group put on a play with a literacy theme
- ★ conduct an oral history project that will result in written materials for adult new readers
- ★ sponsor a celebrity softball game
- ★ hold a book auction
- ★ ask local restaurants to create chocolate desserts for a "Chocolaholics for Literacy" fundraiser
- ★ create a literacy olympics
- ★ develop programs with other organizations on various aspects of literacy (cultural, math, geography, etc.)
- ★ work with local health departments to write materials on health related subjects for adult new readers
- ★ republish library information at a low reading level appropriate for adults
- ★ create informational packets for adult students on natural foods and how to read labels
- ★ sponsor a adult literacy treasure hunt
- ★ develop an "Adult New Reader University" in your library
- ★ work with local county extension offices to provide informational materials
- ★ ask doctors, nurses, lawyers, and other professional people to hold mini-seminars for adult students
- ★ explore the possibility of using soap operas with literacy programs
- ★ focus on women and literacy in all of your activities for a month
- ★ develop programs and information on literacy in the workplace (i.e., "Read about Chemicals at Home and Work," "Reading Means Success," etc.)
- ★ create displays on the future and literacy

COMMUNITY CONTACTS RESOURCES CHECKLIST

There are numerous and varied resources available in every community in Michigan that are helpful in aiding adult literacy activities. It is essential that service and educational organizations reach out to their communities in support of literacy efforts for the sole reason that adult new readers have a great variety of interests, needs, and problems that are not likely to be met by only one organization or group. However, there are additional reasons for developing or furthering cooperative efforts in your community.

- To reach more people
- To improve services
- To maximize resources
- To extend services to previously unserved groups
- To develop more specialized services
- To improve public relations
- To improve your image in the community
- To open up funding possibilities
- To increase community support
- To benefit the community
- To avoid duplication of services

The first task in making contact with community resources is identifying them. The available resources are unique to each community, but some of the organizations or agencies you may want to consider approaching are included on the reverse side. To use this worksheet, fill in the name and phone number of the contact individual and the date on which you made the contact.

	Name of Contact	Phone No.	Date of Contact
school librarians			
city council members			
city manager or mayor			
newspaper editor/owners			
radio & TV station directors or news directors			
mail carriers			
employment service personnel			
recreation directors			
judges & attorneys			
doctors			
pharmacists			
psychologists			
counselors			
police officers			
coaches			

	Name of Contact	Phone No.	Date of Contact
clergy & religious leaders			
teachers			
librarians			
personnel managers			
long-time residents			
head of maintenance in local industries			
sports stars/student sports stars			
landlords			
principals			
legislators			
accountants			
club/organization officers			
chief of police			
insurance agents			
adult or community education directors			
bank tellers & officers			
barbers & hair stylists			
local govt. officials			
local politicians			
members of service organizations (Rotary, Kiwanis, etc.)			
members of volunteer organizations (R.S.V..P., Voluntary Action Centers, etc.)			
business owners & managers			
day care or senior citizen center directors			
program chairpersons of social service organizations			

CHURCHES AND OTHER COMMUNITY GROUPS CAN HELP THE LITERACY MOVEMENT

AWARENESS

- Publish articles in newsletters or bulletins
- Post or distribute information on local literacy services.
- Provide speakers at congregational and community gatherings.
- Encourage and lead public dialog on the issue.

ADVOCACY

- Encourage church groups to adopt illiteracy as a priority concern.
- Support and urge for bills to be passed that benefit educational programs for adults.
- Provide active support for existing community based literacy projects by engaging groups in joint projects.
- Provide exposure to the relationship between literacy problems and societal problems.
- Monitor literacy issues and programs.
- Provide statements and letters of support for local volunteer group fund-raising efforts.

ACTION

- Sponsor a fund raiser for a local volunteer organization.
- Provide space for tutoring and/or adult education sessions.
- Sponsor and/or provide space for tutor learning.
- Provide funding, in-kind services, supplies and materials to local volunteer groups.
- Sponsor promotional activities such as a read-a-thon with local volunteer groups.

8/9/89
mj

FACTS ABOUT
HUMAN INVESTMENT IN MICHIGAN

If every Michigan citizen has the opportunity to achieve at least these new basic skill levels, our economy can prosper and grow, our industry can reassert world leadership, and our people can enjoy the rising standards of living that will make Michigan the best place in the world to live, work, and raise a family.

--Governor James J. Blanchard

• Michigan, as it continues to transform itself from a symbol of America's aging manufacturing economy to a model of the competitive, technology-based economy of the future, faces a formidable problem: an estimated 1.3 million people do not possess the skills the new economy demands. (Countdown 2000: Michigan's Action Plan for a Competitive Workforce, March 1988)

• 75% of the labor pool for the year 2000 is already out of school and in the labor force. (1980 Census Data)

• Michigan has too many workers with limited education, given the number and kind of jobs being created in our economy, and not enough advanced education. In addition, census figures are based on grade level attained not actual functional levels. (Countdown 2000: Michigan's Action Plan for a Competitive Workforce, March 1988)

• 30% of adults in Michigan over age 20 have less than a 12th grade education.

Grade Level Completion	Actual Number	Percent
0-4	119,618	2%
5-8	692,734	11%
9-11	1,014,391	17%

• Over 800,000 (13-15%) people over age 25 in Michigan today have less than an eighth grade education, while 30% of the new jobs will require four years of college.

• Approximately 64,000 people, annually, participate in adult basic education and literacy programs, which is 8% of the total projected population in need of services.

• In 1987-88, 2,839 people in adult basic education programs obtained a job or improved their employment and/or salary. If those individuals were employed at a rate of $5.00 per hour for one year, it would bring $29,525,600 into the state.

From 1987-88 to January 1989, at least 1,026 adults participating in Job Training Partnership Act programs obtained unsubsidized employment. Based on the rate of $5.00 per hour, $10,670,400 would be gained in the state.

In 1987-88, 702 adults participating in adult basic education programs were removed from public assistance. Based on an approximate yearly income of $3,984, $2,796,768 was saved in Michigan.

This is a gain of $42,992,768 for 4,567 individuals. (Note, figures reflect strictly wages or income generated for an individual, not including taxes, benefits, other costs or family size.

Departamento de Educacion
de Michigan

SI SE PUEDE

APRENDER A
LEER
EN INGLES

LLAME ESTE
NUMERO GRATIS
1-800-537-2836

Departamento de Educacion
de Michigan

Si esta pensando
dejar la escuela. . .

Si usted Ya
dejo la escuela. . .

Si necesita ayuda
decidiendo que va
hacer ahora. . .

llame este
numero gratis
1-800-537-2836

Ayude a Eliminar los Illiteratos
en Michigan

Llame al Telefone de Destrezas
Basicas de Michigan
1-800-537-2836

Llamando este telefono gratis, usted recibira:

* Informacion y referimiento a servicios locales de lectura y escritura.
* Assistencia para las communidades en el desarrollo de servicios de lectura y escritura.
* Informacion de la iniciative Literaria de adultos de Michigan.

ELIMINE EL ANALFABETISMO EN MICHIGAN.

Ayude a los Estudiantes a
Permanecer en la Escuela.

Llame al Telefono de Destrezas
Basicas de Michigan
1-800-537-2836

Llamando este telefono gratis, usted recibira:

* Informacion para la preparacion de programas para la retencion escolar.
* Referimiento a programas educativos alternos.
* Assistencia para programas de trabajo para estudiantes.

PARE EL AUSENTISMO ESCOLAR

Los Trabajos De Hoy Dependen De
Trabajadores Educados

Local Sources for Assistance:

- Michigan Employment Security Commission
- Job Training and Partnership Act (JTPA)
  Service Delivery Area (SDA) Office
- Local or Intermediate School District
  Offices of Vocational Education
- Community Colleges

Sponsoring Agency _____

PUTTING LITERACY TO WORK ◆ IN MICHIGAN ◆

You are cordially invited to an Open House

Date: _____

Time: _____

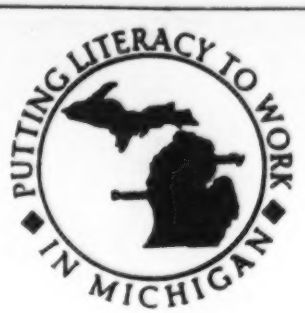
Place: _____

_____

Make this a Family Affair!

We look forward to meeting children and grandparents.

RSVP _____ *# Attending* _____



READevelopments

Michigan Adult Literacy Initiative

READ!!

Read...*Succeed!!*

New Readers Forum

✈✈Take off with books

Lift your spirits READ!

◆R◆E◆A◆D◆

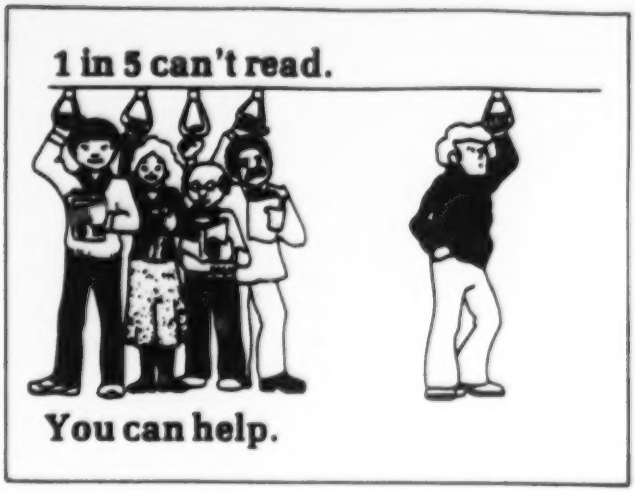
READ TO LEARN
LEARN TO READ

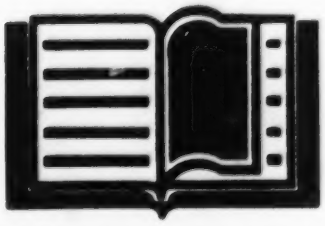
Literacy is Forever

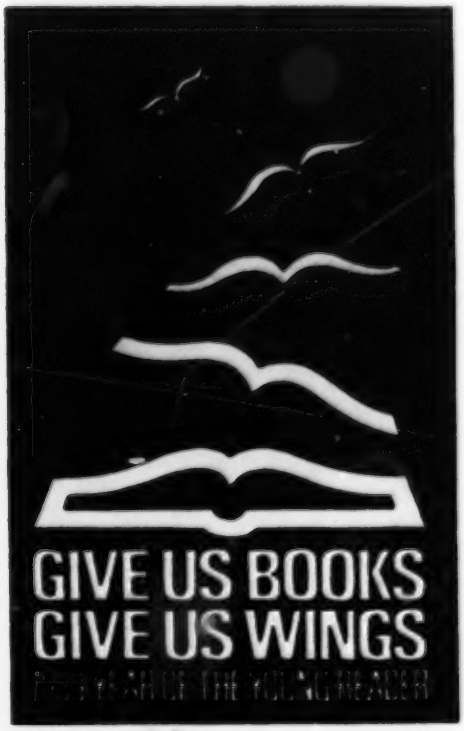
FREEDOM
★ READER ★

read everything under the sun

Printed courtesy of Michigan Library, Inc. and The Library of Michigan







Graphics courtesy of Landmark Literacy Action, The Library of Congress, and Michigan Literacy, Inc. Printed courtesy of The Library of Michigan

30 Second Radio Public Service Announcement

Focus on Community Support

1990 is a special year. It is International Literacy Year.

We all have something to gain by improving literacy in our families, our communities, and our workforce.

Community groups, such as churches and service clubs, can help by raising awareness about the problem of illiteracy.

Businesses can help by offering literacy programs to their employees.

Everyone can help by supporting local literacy groups.

It is time for us to join with communities around the world in helping adults learn to read.

For more information, call 1-800-537-2836.

20 Second Radio Public Service Announcement

Focus on Volunteers

A very special event will be happening soon.

1990 is International Literacy Year. By helping adults learn to read, we can improve our families, our communities and our workforce.

Join with people around the world and the 5,000 volunteers who have already stepped forward in Michigan.

Help an adult learn to read.

For information on volunteering, call 1-800-537-2836.

20 Second Radio Public Service Announcement

Focus on Students

A very special event is taking place around the world.

1990 is International Literacy Year.

Make this the year you improve your reading skills.

Join adults throughout the world who are working together to improve their lives, their families and their communities.

International Literacy Year can be <u>your</u> year to learn to read.

For more information, call 1-800-537-2836.

PSA Camera Ready for Newspaper:

Take this PSA to your local newspaper and request that they print it during Literacy Action Month.

YES! YOU CAN LEARN TO READ!

Call the Michigan Basic Skills Hotline...
1-800-537-2836

Michigan Department of Education

PSA Camera Ready for Newspaper:

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Michigan Department of Education